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DD / S REGISTRY
FILE *Training 3*

9 May 1969

NOTE FOR: Mr. Bannerman

SUBJECT : Special Team Development/Problem Solving Course
for Support Directorate GS-15's and GS-14's

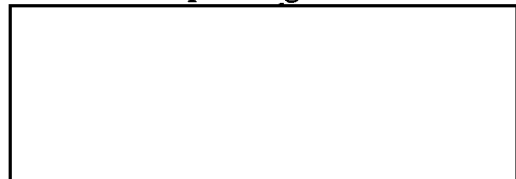
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1. Messrs. [] and I need an hour with you, preferably during the week of 26 May, to define precisely the training objectives you have in mind for the subject course.

2. Since both the Managerial Grid and Advanced Management (Planning) Seminars are team building/problem solving designs, we envision these courses as prerequisites to what could be the course techniques and design calculated to cover specific problem areas.

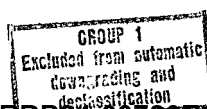
3. We are confident we can conform effective methodology to fit whatever objectives you visualize. However, we must know the existing problem areas -- as you define them for us -- or, as our Planning Course itself brings out, we could be spinning a lot of wheels solving the wrong problems.

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Chief, Support School
Office of Training

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DIARY NOTES

DD/S

6 May 1969

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1. Supergrade Negotiations with BOB: Today I met with John Hurley/BOB, [redacted] and proposed to the BOB a 96 ceiling increase in supergrades through Fiscal Year 1972. Mr. Hurley was provided with a package of information per his request for study. I explained the rationale of our increase emphasizing our conservative approach to supergrade promotions, the number of organizational changes in the Agency necessitating additional promotions, the periodic review of supergrades and the fact that we have no headroom ceiling since the last authorization increase was in December 1967. Comparability tables of supergrade ratios in other selected agencies were noted and Mr. Hurley appeared generally understanding of our need. He will analyze our request and will meet with Mr. Jim Clark of BOB. I advised that if additional information is needed we would be pleased to try and supply it, and if there are any further questions I would be pleased to meet with Mr. Clark.

2. [redacted] called today and requested special assistance in support of an immediate operation. Necessary arrangements were made with Mr. Warfield and Les Bush to provide the requested support.

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3. [redacted] OSP/DD/S&T: Today John McMahon of DD/S&T called to recommend the promotion to GS-16 of [redacted]. He stated that

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[redacted] is well deserving of this promotion and is a man of considerable experience and judgment. He is a specialist in contracting and negotiating and has demonstrated executive ability in being able to handle the Office of Special Projects when [redacted] has requested absence. He also stated Mr.

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[redacted] has a unique sense of judgment, experience, and ability. I advised that we were most understanding of this request and very definitely would consider [redacted] as soon as we had supergrade headroom for promotion purposes.

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4. DD/S Training: I talked with [redacted] after reviewing the report of the committee on Support training. [redacted] I asked Rex to outline for me the training proposal for the Support Services along the following lines. The purpose of the course would be to select junior officers to meet for approximately one week and to work on live DD/S problems. Some hypothetical problems can be injected. Through this exercise we would be seeking to promote junior officer participation in on-going problems, promote the team concept in DD/S, expose the individuals to the interests, functions, and requirements of the other DD/S Offices, have these officers exercise

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their judgments in proposing solutions to the problems, and have ~~then~~^{the} benefit from the staff analysis of this group in the solution of on-going current problems.

I had in mind the selection of a first group of GS-15's, one from each Office. Each would consider himself during this training period as being the Director of his Office. Problems would be served to the group and each participant would list his considerations of his own Office's interest in a given problem and then list what he thinks to be the interest of each of the other Offices in the same problem. These would then be discussed and would serve as a measure of the individual's knowledge concerning the interests and problems of the other Offices. I envision that several such problems would be served to the group in the course of the week. It would be a work-problem type exercise supplemented by study and discussion.

I would consider that other levels of groups would be constituted at the GS-14, GS-13, and even GS-12 level to engage in the same types of exercise. If such a course could be properly structured, I believe it would stimulate the junior officers into a sense of participation, would expose their abilities in these problem-solving exercises, and would permit them to experience a better understanding of the problems and interests of the other DD/S Offices. Where solutions are offered to live problems, these would be considered by the DD/S and acted upon. A report of the DD/S analysis and acceptance, qualification, or rejection would be specified and each participant would be furnished a report of the DD/S consideration. This would be a feedback so that the participants would be aware of the handling of their judgment product.

25X1 is to staff this in outline form and submit it to the DD/S for consideration.

RLB:es

DRAFT - 14 May 69

MEMORANDUM FOR: Director of Training

SUBJECT : Program for the Development of Officers of the Support Directorate

1. After further review and discussions on the subject of additional programs to assist in the development of officers of the Support Directorate, I have decided that the approach I wish to take is along the lines of a series of seminar problem-solving exercises as opposed to a previously discussed formalized training course.

2. What I now have in mind is to periodically select a group of officers of equal grade from each of the Offices of the Support Directorate and to detach these officers from their regular assignments for a period of approximately one week during which period they will be in residence [] Their task during this period of detached duty will be to work on one or possibly two related problems currently facing one of the Offices of the Support Directorate.

3. As I visualize it the Office whose problem is to be considered in the []

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[] seminar will be responsible for preparing all of the necessary background and other data which the seminar group would require in its study. This same Office would be charged with responsibility for briefing the seminar group prior to their departure [] and for maintaining the necessary liaison with the group to provide such additional data or briefings as might be necessary to their problem solving.

- 2 -

4. For its part, the seminar group would elect its own committee chairman who would be responsible for supervising the basic conduct of the seminar, as well as for the group's report to and briefing of the DD/S at the conclusion of their study. I use the terms report and briefing both because I would expect that the seminar group would prepare a written report of their study to include their recommendations for a course, or courses, of action to solve the problem under review; additionally, on the Monday following the completion of their seminar at [] I would want the seminar group to brief me and my Staff together with appropriate officers of the Support Directorate Office whose problem was the subject of study.

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5. Since the above program, while not a training course in the formal sense, relates to the development of our Support officers in the management of Support activities, I would like the Chief of the Support School, Office of Training, to assume responsibility for the establishment of this seminar program. This would include effecting the necessary coordination with the Offices of the Support Directorate in the preparation and distribution of the "problem" materials to the seminar group, arranging for the pre-seminar briefings, and completing such administrative arrangements as are necessary for the group's accommodations [] and their liaison with the Office of primary concern. I would also wish to have a member of the staff of the Support School, OTR, in residence with the seminar group not for purposes of monitoring the group's discussions or seminar activities but rather to assist them administratively or otherwise during the course of their study.

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- 3 -

6. It is my intention to discuss this matter more fully with the Support Directorate Office Heads at my meeting of 20 May at which time I will suggest to them the problem or problems which I wish to be investigated in the initial seminar and to ask for their nominations to the first seminar group. Subsequent to that meeting my Staff and I will meet with you and the Chief of the Support School to establish additional ground rules and guidelines for programming the first seminar which I hope can be scheduled for approximately mid-June.

DD/S 69-2295

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16 MAY 1969

MEMORANDUM FOR: Director of Communications
Director of Finance
Director of Logistics
Director of Medical Services
Director of Personnel
Director of Security
Director of Training

SUBJECT : Program for the Development of Officers
of the Support Directorate

1. After further review and discussions on the subject of additional programs to assist in the development of officers of the Support Directorate, I have decided that the approach I wish to take is along the lines of a series of seminar problem-solving exercises as opposed to a previously discussed formalized training course.

2. What I now have in mind is to periodically select a group of officers of equal grade from each of the Offices of the Support Directorate and to detach these officers from their regular assignments for a period of approximately one week during which period they will be in residence at [REDACTED] Their task during this period of detached duty will be to work on one or possibly two related problems currently facing one of the Offices of the Support Directorate.

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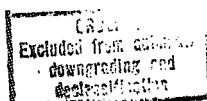
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3. As I visualize it the Office whose problem is to be considered in the [REDACTED] seminar will be responsible for preparing all of the necessary background and other data which the seminar group would require in its study. This same Office would be charged with responsibility for briefing the seminar group prior to their departure for [REDACTED] and for maintaining the necessary liaison with the group to provide such additional data or briefings as might be necessary to their problem solving.

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4. For its part, the seminar group would elect its own committee chairman who would be responsible for supervising the basic conduct of the

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seminar. I would expect that the seminar group would prepare a written report of their study to include their recommendations for a course of action to solve the problem under review. Following the completion of their study the seminar group will brief at a joint session the DD/S and the Support officers involved.

5. Since the above program, while not a training course in the formal sense, relates to the development of our Support officers in the management of Support activities, I would like the Chief of the Support School, Office of Training, to assume responsibility for the establishment of this seminar program. This would include effecting the necessary coordination with the Offices of the Support Directorate in the preparation and distribution of the "problem" materials to the seminar group, arranging for the pre-seminar briefings, and completing such administrative arrangements as are necessary for the group's accommodations [redacted] and their liaison with the Office of primary concern. I would also wish to have a member of the staff of the Support School, OTR, in liaison with the seminar group to assist them administratively or otherwise during the course of their study.

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6. This proposal will be discussed at the DD/S staff meeting of 21 May.

SIGNED~R. L. Bannerman

R. L. Bannerman
Deputy Director
for Support

DD/S:RLB:ksd (16 May 69)

Distribution:

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16 May 1969

NOTE FOR: Mr. Bannerman

SUBJECT : Problems for Use in the Newly Proposed Problem-Solving Seminar
for the Support Directorate

As a first cut we have identified several problems which might be considered by Support Officers in the newly proposed problem solving seminar. We have broken these problems down by the Support Office that will be primarily concerned with the problem and will have most of the basic data.

PERSONNEL

Has Career Service system outlined usefulness?
Are positions properly classified by category (prof., tech., cler.)?
Should clericals within a Career Service carry that Career Service Designation, or should there be a common designation for clericals - Agency wide?

FINANCE

What financial tasks or functions can be transferred to Hqs?
How can system and procedures pertaining to travel and transportation be improved? Should overseas travel be administered on a commuted basis?
Why Class A Accounting? Is it absolutely necessary at all, or in every station where now used?

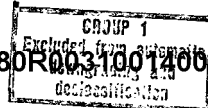
SECURITY

What can be done to improve security briefings for o/s travelers, for both employees and dependents?

SSS

Should we establish a "new" Career Service in Support Directorate for Support Services personnel, i.e. records management, computer services?
Should Records Admin Branch and Records Mgt. Board have more positive regulatory roles? What can be done to refine the determination of what records should be retained and what mechanism can be devised to eliminate duplicate retentions of records?

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OTR

How best to utilize

Is Training Career Service necessary?

What are career development possibilities for training careerists?

What is practical requirement for language training in Agency? i.e.

are present requirements of OTR proficiency levels realistic?

-Is current policy realistic - geared to Agency requirements?

Can other units in the Agency contribute to value and success of support oriented courses by providing officers to conduct small seminars on course aspects - i.e. greater use of seminars; if so, what seminars would contribute significantly to the development or instruction of officers of the Support Directorate?

LOGISTICS

Criteria for expendable and nonexpendable categories of equipment.

Why Type I system? Is it necessary in every case where now used?

Type I vs Type II, pros and cons. Relationship between Log system and Finance system - i.e. FPA w/Type I. Why FPA?

COMMO

How best to handle medical hold cases?

OMS

Is the A&E research program right proportion in view of other requirements?

What are current areas of primary concern for OMS? What organization structure, adjustments to mission, etc., might better serve the Agency in 1969-1974?

Where and to what extent is Agency medical care overseas necessary?

Where and on what basis is such medical care duplicative of services available through the USG facilities?

Support Operations Staff/DDS

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CONFIDENTIAL

69-2393

23 MAY 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Program for the Development of Officers
of the Support Directorate

Bob:

This is just an informal note concerning some afterthoughts on the subject program.

Following our discussion at your Staff Meeting of 21 May, I brought the matter up for discussion with some of my staff at one of our evening meetings. The same enthusiasm for such a program was evident in my group, and many of the same problems concerning such a program were surfaced by them as were at your Staff Meeting.

Principally, the difficulty was raised in identifying appropriate problems for such a group to consider -- problems that permit some common sense solutions and yet problems knotty enough to merit a solid week of isolated concentration. Perhaps a bit of parochialism was involved, but a number of my people felt that most of the problems to which such a group might address itself would have to do with personnel management. This was in recognition of the fact that such areas of concern are common to all elements of the Support structure and that the more technical or specialized problems inherent in logistics operations or the field of communications, as examples, would not lend themselves to anything but a group formed primarily of specialized personnel.

As a matter of interest to you -- and I offer this only in terms of a wish to be helpful -- our general discussion ended on a note of some confusion as to the precise objectives of the program, i.e., is it intended to solve problems or to train people? Perhaps the answer is both, but a clearer definition would do much, we think, to assist selected groups in their endeavors as well as those organizing the program and providing staff assistance to the groups during their seminars.

25X1 If the primary purpose is to train middle managers of the Support Directorate, I believe [] would probably take a different tack in organizing the program from one he would take if the essential purpose is to attack problems that relate to the services this Directorate provides to the Agency.

CONFIDENTIAL**GROUP 1**
Excluded from automatic
downgrading and
declassification

CONFIDENTIAL

Regarding a problem-solving purpose of the proposed seminars, a couple of interesting suggestions evolved from our session:

1. It might be worthwhile for you to ask each of your Office Heads to hold a similar discussion with some of their senior officers to identify for you specific problems which they feel would be worthy of consideration by these groups. Following a submission of such ideas by all of us, you could then review these for their merit. It might be that any number of such suggestions would interlock or in some way relate several functions which in itself could lead to additional challenging ideas to present at the seminars. Such an effort might also provide clearer definitions of what we are trying to accomplish with the program.

2. With such a development of a series of problems for future seminars to grapple with, it might be possible to tailor the membership of the group to the problem which is to be presented. In other words, each of the Office Heads would contribute a reasonable number of nominees for future groups from which individual seminars could be formed in direct relationship to the specific problem selected for consideration.

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Robert S. Wattles
Director of Personnel

Distribution:

- ~~O&I~~ - Addressee
- 1 - D/Pers Subject File
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OD/Pers rgs (22 May 69)

GROUP 1
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DD/S

69-2445

23 May 1969

MEMORANDUM FOR: Deputy Director for Support**THROUGH** : Director of Training**SUBJECT** : Proposed Administrative Plan -- Support Directorate Seminar (Problem Solving)**REFERENCE** : Memo dtd 16 May 69, to DDS Office Directors, from DD/S, subject, "Program for the Development of Officers of the Support Directorate"

1. The Support School (SUS) will be prepared to administer the referent series of problem-solving seminars in accordance with the guidance you have given us. In addition to establishing and scheduling the seminar program, effecting the necessary coordination with the Offices of the Support Directorate in the preparation and distribution of problem materials, arranging the pre-seminar briefings by the Offices concerned, coordinating transportation, and making all arrangements for seminar-room accommodations, billeting and meals [redacted] the SUS/Management Training Faculty will designate two of its officers as OTR Coordinators to serve jointly in liaison with the seminar group to assist the group administratively or otherwise during the course of its study.

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2. We interpret the role of Coordinator as not including any responsibility for training the seminar participants in problem-solving techniques or the techniques associated with conducting a successful conference. We believe, however, that you would want us to be responsive to any specific requests in this regard from the Moderator, especially if he is one who has not participated in either a Managerial Grid or Advanced Management (Planning) Seminar; given one or the other of these training experiences, the Moderator should be able to keep the exercise productively on target without prompting by us.

SECRETGROUP 1
Excluded from automatic
downgrading and
declassification

3. As to establishing the seminar program, we would now have you issue a second memorandum to the referent recipients summarizing developments to date and setting forth further specific guidance. Essentially, you would state that responsibility for the referent program will be shared by the Office Directors, the Support School, and your immediate Office.

4. The responsibility of each Office Director will be four-fold:

- 1) to nominate to the DD/S, through the DDS Senior Training Officer, seminar participants from within their central Offices (unless you decide to extend participation to other of their careerists serving in other Directorates)
- 2) to identify substantial problems existing within their own Offices and submit such problems in outline form to your Office for screening as to suitability for development as challenging problem-solving exercises of 2 1/2 to 5 days, or longer, of intensive seminar study
 - a) as to identifying substantial, but finite, soluble problems, the Office Director may choose to devise a questionnaire which would solicit recommendations from Branch Chiefs, or even subordinate levels
- 3) when called upon by O/DDS, to develop extensive background briefing materials on a given problem as hand-outs for a seminar group -- then be prepared to orally brief the seminar participants in advance of their study session, and designate an officer who has intimate knowledge of the problem to serve in liaison with the seminar group, either in residence with the group or at the call of the seminar Moderator
 - a) as to the development of "extensive background briefing materials," these would include a statement of the problem, obviously, but, in every case, the history of the problem (how and why it came to be a problem, factors which militate against easy or arbitrary solution or a solution which might

generate a greater problem, subsidiary problems -- or problems within the key problem -- and the necessity (objective or goal) for getting on with timely solution of the problem; in addition, organization charts, T/O's, work-flow charts, and other pertinent supporting documentation and problem-oriented data will be included in kits to be furnished each seminarian, and, finally,

4) to review the seminar group's written report of their study, to include their recommendations for a course of action to solve the problem under review, and to sit, with the DD/S and other Support officers involved, in judgment of the seminar group's oral briefing as to their analysis and recommendations

a) it is not inconceivable, we recognize, that a given problem may not be solved to the seminar group's satisfaction within the framework of a 5-day session, and, that, therefore, upon its return to Headquarters, the group will be given DD/S permission to retain its identity and pursue its study, under its moderator's direction, until such time as it is adequately prepared to address itself to the substance of a written report and a defense of its recommendations.

5. The responsibility assumed by the DD/S -- and the O/DDS -- will embrace:

- a) screening of problem outlines with the view to selection of those which deserve careful and skillful development as seminar exercises, thence alerting the Offices concerned to proceed with development as suggested in the preceding paragraph
- b) developing within O/DDS of seminar problem-solving exercises which may have broader intra-Directorate impact than problems residing exclusively within a given Office

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- c) calling for timely nomination of a principal and an alternate from each Office to participate in each scheduled seminar, selecting the participants, and notifying the Offices and selectees concerned as well as the Chief, Support School
 - 1) as against established quotas of one participant per Office, the DD/S may, at his pleasure, add to any seminar group a participant from O/DDS or SSS/DDS; it should be his practice, however, to rule out all seminar "observers" other than himself, the ADD/S, an Office Director or his general Deputy
- d) convening the seminar group, early in the week preceding the seminar session, for the purposes of his personally briefing the participants as to the objectives of the seminar and the requirement of a written report and an oral presentation and their election of a Moderator before the OTR Coordinator convenes the group at 1300 hours on Wednesday of that week for its Office briefing(s)
 - 1) it is essential that a Moderator be designated before the first Office briefing if he is to be given any real sense of his responsibility to generate full disclosure during the briefing of the facts bearing upon the problem -- and to determine whether he will want the Office's Seminar Liaison Officer in residence with the group or on call
 - 2) if a Wednesday afternoon briefing proves inadequate for the purposes of the Office and/or the Moderator, the briefing will carry over to Thursday morning; if a second problem is on the seminar agenda, that Office briefing will commence at 1300 hours Thursday, and, if necessary, carry over to Friday morning; all Office briefings will be conducted in conference facilities provided by the Office concerned in order to minimize the transporting of briefing charts and other classified materials

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- e) accepting the group's written report (due on the Thursday following the Friday close of its session -- unless he has extended the group's tenure --) and sharing the report with the Office Director concerned, and, finally,
- f) appointing an hour and setting for the group's briefing session and designating the individuals who will attend.

6. As to the responsibilities of the OTR Coordinator, these can be recapitulated from paragraphs 1 and 2 above.


7. Your memorandum should also announce the Seminars schedule so far as we can set it at this time. First, however, you will want to christen this program: Support Directorate Seminar (Problem Solving) is good, self-explanatory terminology, to our way of thinking, unless the shorthand version, SDS, sickens you for some reason -- in which case you could opt for SSS(PS), Support Services Seminar, or some other title. Recognizing that each seminar group will comprise officers of equal grade, we would catalog these seminars as follows, subject to any revisions you decide to make:

SCHEDULE (1969-1970) OF
SUPPORT DIRECTORATE SEMINAR (PROBLEM SOLVING)
FOR
GS-15s, GS-14s, and GS-13s

<u>GRADE</u>	<u>DATE</u>	<u>LOCATION</u>	25X1
GS-15	24-29 Aug 1969	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	
GS-14	14-19 Sep 1969		
GS-15	5-10 Oct 1969		
GS-14	19-24 Oct 1969		
GS-14	14-19 Dec 1969		
GS-13	11-16 Jan 1970		
GS-15	15-20 Feb 1970		
GS-13	22-27 Mar 1970		
GS-15	12-17 Apr 1970		
	or		
	19-24 Apr 1970		
GS-14	17-22 May 1970		
GS-14	21-26 Jun 1970		


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<u>GRADE</u>	<u>DATE</u>	<u>LOCATION</u>
GS-13	16-21 Aug. 1970	
GS-14	27 Sep. - 2 Oct. 1970	
GS-15	4-9 Oct. 1970	
GS-14	15-20 Nov. 1970	
GS-14	13-18 Dec. 1970	


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8. The above proposed schedule assumes (a) that we have more GS-14s than GS-15s to accommodate and (b) that in these first 16 sessions you mean to reach a few GS-13s, that is, before calendar 1971. What this schedule suggests, furthermore, is that we all have our work cut out for us if we are to get underway in mid-August with a truly worthwhile program. We need a sizeable stockpile of solid problems to feed into these sessions rather than continuing to rework the same problems. If there are significant live Office and Directorate problems -- rather than simply "school problems" -- to be studied, this program can provide an effective mechanism for getting them out in the open and reduced to workable solutions. While certain problems may profit by exposure to more than a single seminar group, I think it would be a mistake, once a seminar solution is adopted, to treat that problem as though it were still a "live" issue.

9. The above schedule is keyed deliberately to coincide with our schedule of Advanced Management (Planning) seminars. Accordingly, we would use the AM(P) instructors as OTR Coordinators for the co-located problem-solving seminars of the Support Directorate. We would have complete separation of the two groups, of course, but a central OTR support coordination team available at all times to both groups.  when the AM(P)

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Coordinator would be available to the SDS(PS) at all times for administrative and liaison support without being personally involved in the SDS(PS) any more than necessary to serve the purposes of the Moderator and/or his liaison designees. We believe that this is the way you visualize our role as well -- on call, but in no way performing a training function or pre-empting the Moderator's prerogatives. Moreover, there is not a full-time

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function for an OTR Coordinator, once the SDS(PS) is underway; nor could we afford to detach a Management Training Faculty (MTF) member for this purpose and still offer anything like the number of SDSeminars made possible by co-location with AM(P) activity; and, we believe you should have these seminars coming up with this degree of frequency if you mean for the program to be a purposeful means of developing cadres of effective problem-solvers within the Offices of the Support Directorate.

25X1 10. For the past year, Messrs. [] have been our only MTF instructors, spending 20 weeks at [] or [] conducting the AM(P) and Management Grids. We cannot run a Grid and an SDS(PS) concurrently because both instructors usually are circulating in Grid group and team rooms and there is little dead time. In the AM(P), however, there is a minimum of circulation and for the most part the instructors remain in the general session room; thus the AM(P) general session room would serve as the "command post" for the SDS(PS), and, while one of the two instructors might be on the platform at a given time, the other would be in the rear of the room and could join the SDS(PS) session at any time he was invited to do so. In fact, our instructors would welcome this opportunity to be more active during an AM(P) day, and evening -- should the SDS(PS) carry its sessions into evening hours.

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25X1 11. This co-location arrangement also would put less strain on our [] hosts. As against having to make special billeting, feeding, and "happy hour" arrangements for the 7 SD Seminararians, they could be treated in these respects simply as members of the larger AM(P) group. We're certain 25X1 [] would prefer it this way, and we believe the SDS participants would enjoy mixing with members of the larger group during the social and mealtime hours. They will see enough of each other in a week of problem-solving confinement. Whereas the AM(P) starts at 1600 hours on Sunday, we would want to plan on the SDS(PS) starting at 1000 hours on Monday and having our undivided administrative attention in getting off to a smooth start. Both groups would break mid-afternoon on Friday.

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12. If you are in general agreement with this plan, we shall appreciate your early advice to the Office Directors -- again urging that they immediately begin identifying the work problems which will be the heart of the whole program.

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Chief, Support School
Office of Training

Distribution:

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2 - DTR

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31 May 1969

NOTE FOR: Mr. Bannerman & Mr. Coffey

SUBJECT : The New Support Directorate Problem-Solving Seminars

1. Attached hereto are three papers:

A) A memo from OTR to DD/S submitting the Administrative Plan for the conduct of the proposed problem-solving seminars. This paper is, I think, an excellent one, now quite complete and detailed in both the outline for the conduct of the seminars and in levying appropriate responsibilities on OTR, the Support Directorate Office Heads, and the Office of the DD/S.

B) A memo prepared for DD/S signature complimenting OTR on its administrative plan submission.

C) A memo prepared for the signature of the DD/S to the Support Directorate Offices outlining (in accordance with the suggestions advanced by OTR) the next courses of action required for the Support Directorate Offices and indicating what the responsibilities of the various DD/S elements will be in both the preparation and conduct of the problem-solving seminars.

2. If memoranda b and c above meet with your approval, I would suggest that the memo to OTR be signed and dispatched but that the memo to the Support Directorate Offices, after being signed, be distributed to the Office Heads at the DD/S Staff Meeting on Tuesday, 3 June. I would also suggest that [redacted] be invited to attend the 3 June DD/S Staff Meeting to assist

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For INFO

Only

Second Week - 2-6 June 1969

STRUCTURE OF THE CLANDESTINE SERVICE

The Clandestine Service has undergone a gradual evolution and one or more extensive reorganizations since its inception. Whether its current structure is best suited to accomplish its present-day objectives is a question that merits careful study at this time, as well as periodic scrutiny in the future. The Seminar will: review the historical development of CS composition, examine its current Headquarters and, as appropriate, overseas structure; examine CS organization and structure as it affects current working relationships with other Agency Directorates and members of the Intelligence Community; attempt to determine whether the CS is now properly organized to accomplish its mission most effectively; and, if indicated, offer suggestions for changes.

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Third Week - 9-13 June 1969

NON-OFFICIAL COVER

Shrinking official cover plus decreasing permissiveness in the operational climate in many parts of the world necessitate greater and better use of non-official cover. However, use of such cover still leaves much to be desired in regard to selection of candidates, their operational targetting and use, and their management by Field stations and Headquarters. A candid and perceptive look at the uses, abuses, and limitations on non-official cover by the Senior Seminar group should prove useful to the CS in general and the Central Cover Staff in particular and should result in an inventory of and recommendations on the abiding problems of non-official cover.

FOURTH WEEK

16 - 20 June 1969

PART I - COVERT ACTION TODAY

25X1

CIA's covert action mission was born of the Cold War and prematurely tested in the Korean War. It has since survived internal crises of definition and organization, and external notoriety from both operational successes and failures, while still retaining notable features of Cold War orientation. Covert action remains a controversial topic within the CS as to operational concepts and techniques, with an already declining trend in commitment of money and manpower only exacerbated sharply by [] and the Katzenbach Guidelines. Prospects for the 1970's are for increasing rather than decreasing covert action requirements, against more difficult targets, in an operational climate less permissive. A new appraisal must be made of covert action experience and potential in light of the professional challenge ahead.

PART II - EMERGING ELITES

Despite some efforts in the right direction, the CS still does not work effectively enough to identify and develop the "emerging elites," young people who will likely provide the future leadership in their countries. It is obvious that a truly systematic and successful program in this area of operations would return a substantial dividend in terms of our ability to satisfy information requirements and to influence the course of events abroad. Yet, whether our approach is systematic and whether our programs are sufficiently successful are both open questions. We should review what we are doing both in the United States and abroad in this sphere, determine the adequacy of the coverage we can expect from existing programs, identify methods that appear efficient and compatible with other programs, and develop recommendations for achieving better results. The importance of the "emerging elites" topic is apparent not only from the vital U. S. interest in such areas as Latin America but also from the vast proliferation of new nations founded in the wake of the post-World War II dissolution of colonial empires, many of which are governed by a thin-stratum leadership. A good information collection capability in these areas will probably be a constant requirement and, in those countries where developments significantly affect our national interests, a covert action capability as well.